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ABSTRACT

This program for group care of toddlers is based on the rationale that the child's developing sense of competency should be supported during the sensorimotor stage of cognitive development. Activities promoting competency are described in detail. Although developmental skills and activities are presented in terms of months, within this paper, the use of age-related, rather than behavior-related identifiers of developmental competencies is explicitly discouraged. Teachers of toddlers are asked to study the observable skills of the individual child before deciding which activities would support the child's sense of competency. Descriptions of the resources and materials necessary to implement the program are included. (Author/DB)

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JUST TODDLERS: DEVELOPMENTAL SKILLS & ACTIVITIES

Dr. Debbie Coonrod

Marylin A. May

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JUST TODDLERS:

DEVELOPMENTAL SKILLS AND ACTIVITIES

BY

DR. DEBBIE COONROD
MARYLIN A. MAY

Debcon, Incorporated
4503 North Northwoods Lane
Bloomington, Indiana 47401
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RESEARCH
PUBLISHING
CONSULTING

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To

Chic, Marcee, Julie

Debcon, Incorporated

4503 North Northwoods Lane
Bloomington, Indiana 47401

812-332-6662

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PREFACE

During the later months of what Jean Piaget called the sensorimotor stage, emerges a unique set of personality and learning characteristics that we have identified as toddler power.

The American caregiver (whether parent or teacher) seeks a timeline in months and years for marking the stage a child has entered. While we present the skills and activities in this manuscript in months, we concur with those who focus on behavior for identifying entry into a specific stage.

We ask the individual caregiver to first study the observable skills of the individual child and to use the suggested activities to support the child's development of competency. Space for notes has been provided so you can add those ideas that you have found successful.

D.H.C.
M.A.M.

ACKNOWLEDGMENTS

In beginning a project such as this, a panorama of past and present experiences moves across the memory screen. There are the babysitting jobs that preceded marriage; the child development and psychology classes; the books and magazine articles; the pregnancy and delivery of the first child; and the molding of the personality. We have dedicated this project to our own three children.

In addition to the experiences of our own children are the many and marvelous experiences we have shared with the infants, toddlers, and preschoolers of parents equally enthralled with the miraculous development of their children. The trust bestowed by these parents in granting us the care of the most vulnerable time of human life - - the child under three - - has represented one of the sincerest honors in our professional careers.

The opportunity to pull together a suggested program for group care of toddlers has helped crystalize the extensive reading, experiences and theories that we hold for working with the toddler. We are deeply grateful to Alice Schwab for her encouragement in developing a written manual of skills and activities appropriated for the child of this age.

Both Emily Guth and J. Douglas La Barr have generously given of their time in proofreading the text.

We also wish to express our deep appreciation to Joyce Oliver and Toby Walden for their typing expertise in this project.

D.H.C.

M.A.M.

October 1, 1979

May 23, 1980, Revised

PART ONE

INTRODUCTION

1. TODDLER POWER
2. TODDLER PROGRAMS
3. SAMPLE FORMS

Chic's Train

TODDLER POWER

TODDLER POWER becomes possible only as we recognize the need for the toddler to be physically active in an environment that is both stimulating and safe. Competency results from many opportunities of trying, from encouragement as needed, and from consistent enforcement of limits.

The toddler still looks like the infant. His head is still larger than the rest of his body. His body is soft with a round little tummy.

In many ways, the toddler still behaves like the infant. He pokes, tastes, grabs, cries easily, falls, and babbles. The toddler tires easily and may require a morning as well as an afternoon nap.

Negatives are a new and fascinating way of demonstrating his newly discovered toddler power. He may arch his back, throw himself on the floor, or kick at the slightest provocation. "No, no" is scattered throughout the day's communication. His favorite response to questions is often "I don't know."

The transition from the security and familiarity of home and family to new situations continues to cause the child stress. This may be observable for a large number of children until they are three years old.

The right and wrong of every situation rests on the wants and desires of his own individual needs. Failure to see another child's right or need is not being a naughty child.

Language acquisition erupts as a verbal explosion for most toddlers. If the toddler isn't testing and playing with the words and labels he already knows, the adult caregiver is repeatedly responding to his "what's that?"

The toddler is intensely interested and observant of all activity near him. Imitating with similiar behavior usually follows. Any noise that can be added to the situation increases his pleasure.

The unmeasurable reward of the toddler is his trusting and loving abandonment to your holding a book for him, hugging him as you tuck him into bed, or spontaneously tossing him in the air for his sudden suspense.

TODDLER POWER may have some very difficult and trying times for the caregiver during the toilet-training, self-feeding, and learning-to-dress himself stages. For the toddler this may be a time for his quickly demonstrating self-control or his becoming quite frustrated.

The more independent and capable the child can become:

in handling his limbs and body;

in sustaining a determination to investigate the possibilities of new materials or a new situation;

in communicating his needs, feelings, and observations;

in recognizing similarities and differences; and

in exhibiting a sense of humor,

the greater will be his self-esteem.

TODDLER PROGRAMS

Programs designed to increase the amount and quality of stimulation being received by preschool children under three years of age are not readily accessible. Programs that are available may be home-based or center-based. In neither case does the parent take a decreasing or removed role in the child's education. In many instances, parent is taking a more active interaction role with her toddler.

In a recent nine-year study done at Harvard by Burton White and Associates, an estimated 80% of all parents of infants and toddlers reportedly need support and help in planning appropriately stimulating activities. This help may be provided:

by another parent visiting in the home who demonstrates their approach to working with the child;

by the parent attending a center with the child and learning various techniques for working with the child;

by the parent enrolling the child in a planned, stimulating infant/toddler program; or

by the parent joining with other parents to offer novel materials and play situations with other children.

Whatever the type of educational program provided for the infant/toddler, certain specific goals and objectives should be the focus for community or agency intervention:

parents are educators and have already observed theri child's individual learning style;

practice play leads to mastery while a constantly chagning environment leads to confusion and frustration;

frequent language interaction built upon the extension of the child's utterances reap the greatest return;

expecting goal-directed behavior requires motivation built upon short approximations of the task;

basic skills of eye-hand coordination, focusing eyes, finding similarities and differences should be daily exercises; and

encouraging toddlers to call names of persons and pets.

Home-based programs and center-based programs need to be licensed. This requires inspection by the State Board of Health, the State Fire Marshall and the licensing agency. The license should be visible to visitors.

The qualifications of the educational consultant or instrustor need to be verified. Knowledge of the number of children that can be cared for at one time needs to be strictly adhered to daily. Adult:toddler ratios must be maintained throughout the daily program. Continuity of staff optimally supports the toddler's security.

Accurate diaries of the child's daily food and liquid intake; toileting needs; and learning accomplishments need to be collected. Whether the program does or does not involve parent participation, sharing the joy and significance of the child's achievement should be on-going.

When meals are prepared by the home-based or center program, menus need to be posted for parents.

Emergency policies must be established with parents' knowledge. Accurate records on toddlers must be kept accessible for emergency references.

Insurance needs must be annually reviewed with the insurance agency and more frequently if programs make major changes.

No toddler feels secure in his developing independence when rules regarding his safety and basic needs are inconsistently enforced. Toddlers need to sense the strength that comes with loving and firm authority. This strength includes regularity in eating and sleeping schedules, toilet training techniques, location of sleeping and eating arrangements, and location of the child's very own personal items.

Because tension and strain between parents and staff develop when accounts are not kept current, it is advisable to have fees payable on the first day of the new week or month.

Informal and formal communication needs to be maintained between caregivers and parents for the benefit of the toddler in the daily transition between parent's place and caregiver's place. Professional exchange, communication, and respect likewise should be on going between staff and other professionals in areas regarding early childhood. This continuum of listening will be planned where TODDLER POWER is seen as competency and mastery for two-year-olds.

SAMPLE FORMS

Regardless of the type of program, amount of parent participation, length of time involved, or goals of the program, accurate records must be maintained.

Below is a list of records that should be maintained. Samples of each have been included. These should be modified for the individual program needs.

A. Toddler's Confidential Folder

1. Emergency Information Card
2. Physical Examination (signed by Child's Physician)
3. Notarized Emergency Hospital Treatment Release
4. Financial Contract
5. Anecdotal Notes
6. Developmental Record
7. Record of Parent Conferences (Telephone and Formal)
8. Field Trip Permission Slips

B. The Home-Based or Center-Based Records

1. Monthly Staffing Pattern
2. Staff Attendance Chart
3. Monthly Position Chart
4. Attendance Chart of Children
5. Weekly Menu
6. Individual Skills Sheet

7. Food/Liquid Intake, Toileting needs and Medicine Intake Sheet

8. Daily Anecdotal Notes

* 9. Individual Staff Files

* 10. Insurance Program Folder

* 11. Accounting Forms

** 12. License

* To be developed for individual needs of program

** Should be displayed on wall

EMERGENCY INFORMATION CARD

This card needs to be filed alphabetically near the telephone. These cards need to be systematically checked for accuracy.

Side 1.

Emergency Information Card

Child's name _____
Last First Middle Nickname

Home address _____

Telephone _____

Mother's name _____

Work address _____

Telephone _____

Father's name _____

Work address _____

Telephone _____

Child's birth date _____

Side 2.

List two persons other than parents who can be contacted in the event of an emergency.

Name	Telephone	Relationship
1.		
2.		

Child's doctor

Telephone

Does the child have any allergies?

With whom can the child leave school?

Authorization for treatment

Please make record of the fact that in any case of our unavailability, we would wish to care for our minor child (ren) _____

_____

should medical need arise. You are authorized to perform or arrange for whatever treatment you may consider necessary.

Should specialist advice or treatment be required, our preferences are as follows:

Family physician_____ Drugstore_____

Surgeon_____ Internist_____

Orthopod_____ Pediatrician _____

Ob-Gyn_____ Neurologist_____

Ophthalmologist_____ Psychiatrist_____

Urologist _____ Dermatologist_____

E.N.T._____

Medication or Allergies:_____

In addition to ourselves, Please notify:_____

_____

of the advisability of treatment, if any is to be performed under this authorization.

Our plans are listed on the opposite side of this paper.

This authorization, unless extended in writing, expires on _____, 19_____

Date of authorization signature_____, 19_____

Signed_____

_____

Witnessed the above signature _____

_____

This form made available courtesy of Bloomington Hospital
P.O. Box 1149
Bloomington, Indiana 47401
(812) 336-6821

CHILD CARE CENTER HEALTH RECORD

Indiana State Board of Health

Child's Name _____ Birth Date ___/___/___
(last) (first)

Street Address _____ City _____ Zip _____

Child lives with _____ Name _____ Telephone _____
(relationship)

MEDICAL HISTORY

Communicable Disease	Month/Year	Condition	Explain if present
Measles	_____	Allergies:	_____
Rubella (Ger. Measles)	_____		_____
Chickenpox	_____	Handicapping	_____
Mumps	_____	Conditions:	_____
Scarlet Fever	_____		_____
Whooping Cough	_____	Other:	_____
Other_____	_____		_____

PHYSICAL EXAMINATION

Date of Exam _____ Age of Child _____

Skin _____ Heart _____
Lymphnodes _____ Lungs _____
Eyes _____ Abdomen _____
Ears _____ Genitalia _____
Nasopharynx _____ Skeleton _____
Teeth & Mouth _____ Other _____

Note any unusual findings: _____

Does this child have any health condition that would be hazardous either to him/herself or to other children in a group setting as a result of participation in normal activities (including sports)? No ____ Yes ____. If yes, what modification of normal activities would be necessary to protect the child and his/her classmates: _____

Have you prescribed any medications or special routines which should be included in the center's plans for this child's activities No ___ Yes ___ : _____

(over)

SBH23-034 7/77

HISTORY OF IMMUNIZATIONS & TESTS (indicate month/year)

	1	2	3	4	5
DTP/Td					
TOPV					

Measles ☐

Rubella ☐

*Mumps ☐

Intradermal TB Test: _____ (date) _____ (result)

NOTE: To be considered adequately immunized and tested, a child of age eighteen months or older should have received at least three DTP inoculations, three trivalent oral polio feedings, and inoculations against both measles and rubella. An intradermal tuberculin skin test must also have been performed and read.

Name of Physician Completing Form: _____ (please print) Tel. No. _____

Physician's Signature _____

*Recommended, but not required.

ADDITIONAL NOTES AND INSTRUCTIONS

*Forms based on Regulations as of October, 1979.

Debcon, Incorporated

4503 North Northwoods Lane
Bloomington, Indiana 47401

812-332-6662

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DEBCON DAY NURSERY
FINANCIAL AGREEMENT

I, _____, am enrolling
Parent/Guardian's Name
my child, _____, in Debcon Day
Child's Name
Nursery beginning on _____,
Day

_____, I agree
Month Day Year
to pay a registration fee of $10.00 and the first week's fee at the time of enrollment.

SERVICES

$_____ Full Day _____ days per week

$_____ Half-Day _____ days per week

$_____ After-School _____ days per week

$_____ Other _____

$_____ Total

_____
Parent's Signature

_____
Date

PAYMENT OF FEES

A. METHOD AND TIME OF PAYMENT: The registration fee and deposit are due on enrollment. Fees for each week are due on Monday of that week. (A $5.00 service fee will be charged for a check returned for insufficient funds.)

B. ABSENTEEISM: There will be no refunds for illness or other absences during the week.

C. VACATION: Please notify us at least one week in advance of your vacation schedule.

D. LATE PICK-UP: $1.50 per hour past the child's scheduled contract service with Debcon Day Nursery will be assessed at the time of pick-up.

E. Debcon Day Nursery will be closed on the following holidays: New Year's Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Christmas Eve Day, Christmas Day.

F. Half-day Program 7:30-11:30 1:30-6:00
Full-day Program 7:00-6:00

_____
Parent's Signature

_____
Date

SAMPLE ANECDOTAL NOTES

Out staff uses index cards to jot down specific observations of children with materials, other adults, and children. The content varies from day to day. The card is begun for each child when he arrives and is filed in the Individual Confidential Folder when the child leaves.

Side 1

9:00 arrived with father 8/9/79 Jeff
A. Classification - Attribute blocks (1) grouped 1st by triangles - said triangle (2) pulled out 3 circles (3) separated the hexagon (4) pulled out and said "this is a square" (5) pulled out rectangles
B. Was able to Match rectangles and circles and put away. Also put hexagons and triangles away
C. Could pick out 1,2,3 pencils in random when asked, can do 1 to 1 counting with some difficulty on the 3rd
D. Asked to write something on card this size. Never tried to write outside the boundaries.

Side 2

E. I wrote Jeff's name on his paper and said the letters. Jeff repeated them after me. Asked where Jeff was, Jeff pointed to self and said "I am Jeff." 5:30 went home w/daddy

DEVELOPMENTAL RECORD

of

DAVID EGGERT
Child's Name

Birthday

3-19-79
Entrance Date

Withdrawal Date

Debcon Day Nursery
4503 N. Northwoods Lane
Bloomington, Indiana 47401
812-332-6662

Dr. Debbie Coonrod
Owner/Director

Ann Vencel
Teacher
Donna Gentile
Beth Smith
Vickie Wilson
Debbie Brooks

Parent conference 6/22/79

Parents signature: s/ Alice Eggert

Parent conference 8/26/79 sleeping pattern

David Eggert

Child's Name

SMALL MOTOR SKILLS (includes rhythmic patterns and responses, use of various creative/manipulative media)	LARGE MOTOR SKILLS	CLASSIFICATION SKILLS	LANGUAGE DEVELOPMENT AND VERBAL SKILLS (includes vocal music)	SOCIAL INTERACTION WITH PEERS
3/79 writes with large roll paint bottles: circular patterns, lines used water paint brush, crayons 4/79 walks 2-3 inch beam with assistance; no assistance for 4-6 inch beam 5/79 walks long distances without tiring i.e. rabbit hutch, garden, bridge handles for, spoon, pulls off clothes at naptime; coat, shoes, socks Digs, pushes toys in dirt hammers nails already in logs, opens doors	6/79 alternates feet climbing stairs without using hands now, also carries objects up & down stairs. Rides roll horse, inch worm, tractor which requires feet. can ride forwards & backwards; same with hot wheels trucks; Puzzles - 3,4,5,7 piece 5/8 dowel through 7/8 hole plays in finger paint, shaving cream, sand liquid starch	3/79 esp. sensitive to temperatures; cold; belongs inside-outside 4/79 loves attribute blocks; separates by shape, color, size, puts lids with size of bottle.	3/79 repeats and practices parts and phrases of almost anything said to him; questions with commands or statements - often bodily asks for info practices talking i.e. to toys, in bed, in play makes sounds of toys, trains, motors, animals asks: what's this? more milk? gets in TV and talks with toys hears sirens, train whistle, dump truck going by listens to records, songs, does motions, folds hands at prayer rote counting 1,2,3 when playing.	3/79 lots of smiling enjoys parallel play 4/79 Shares yet stands up for self. likes animals kind helps put toys away enjoys small table games s/adults others c. waits turn calls c. by name talks about if gone

RELATIONSHIP WITH PARENTS	RELATIONSHIP WITH TEACHER	PROBLEM-SOLVING SKILLS	INTELLECTUAL CURIOSITY (Exploratory Skills)	REPRESENTATIONAL SKIL.
/79 likes Mother to stay nd interact w/ materials v/him lways smiles when Daddy drives in. eluctant to have either rent depart in a.m. expects explanations ighly masculine	4/79 Cooperative tells us when he wants drink, food, potty. shows sense of humor to jokes, etc. enjoys cooking holding mixer spreading icing shaking cheese 6/79 esp. enjoys having Beth or Debbie lay down with him.	3/79 Seeks help by getting person by hand, whining, withdraws	3/79"What's that" pokes, pushes, pulls, shakes, turns, rubs, observes tests in everyway possible.	4-79 A. language 1. sounds for transportation 2. animal sounds B. Home 1. go home C. knows nap comes after lunch

orking on
1) accepting opportunity to make choices, i.e. would you like a cookie or a cracker; go to grocery store or play in dirt pile.
2) following a direction given automatically without adult help; i.e. bring the wagon into the garage it is time for lunch.
3) singing phrases of songs as he does regular language.
4) freely conversing with adults as he does after door is closed and he is in bed.
5) increasing speed in walking, running.
6) greater freedom in motion of jumping from pile, step with both feet.
7) geoboards, sewing machine board, lacing
8) feeding rabbits (water, food)

arental concerns: pedaling tricycle

DEBCON DAY NURSERY

RECORD OF PARENT CONFERENCES

Formal Telephone

Informal Center

Date:_____

Persons:_____

Concerns:_____

_____

_____

_____

Resolutions:_____

_____

Date:_____

Persons:_____

Concerns:_____

_____

_____

_____

Resolutions:_____

_____

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FIELD TRIP PERMISSION FORM

We are planning a trip to _____

on _____. Transportation will be:

_____on foot.
_____by car.

We plan to leave at _____and return at approximately _____.
The class will be accompanied by ___adults, including ___teachers.
Your child should bring _____.

- -

cut here and return to school

I hereby give my permission for _____
child's name
to engage in the excursion explained above.

Parent's signature _____Date _____

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FIELD TRIP PERMISSION FORM

We are planning a trip to _____

on _____. Transportation will be:

_____on foot.
_____by car.
We plan to leave at _____and return at approximately _____.
The class will be accompanied by ___adults, including ____teachers.
Your child should bring _____.

- -

cut here and return to school

I hereby give my permission for _____
child's name
to engage in the excursion explained above.

Parent's signature _____Date _____

DEBCON DAY NURSERY

STAFFING PATTERN

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A.M.				
P.M.				
Kitchen:				
Cleaning:				
Owner/Director				

DEBCON DAY NURSERY

Attendance Sheet of Staff

Month _____ Year _____

Name/Duty																																	

DEBCON DAY NURSERY

_____ Position Chart
date

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1.	_____ AM	_____ AM	_____ AM	_____ AM	_____ AM
	_____ PM	_____ PM	_____ PM	_____ PM	_____ PM
2.	_____ AM	_____ AM	_____ AM	_____ AM	_____ AM
	_____ PM	_____ PM	_____ PM	_____ PM	_____ PM
3.	_____ AM	_____ AM	_____ AM	_____ AM	_____ AM
	_____ PM	_____ PM	_____ PM	_____ PM	_____ PM
4.	_____ AM	_____ AM	_____ AM	_____ AM	_____ AM
	_____ PM	_____ PM	_____ PM	_____ PM	_____ PM
5.	_____ AM	_____ AM	_____ AM	_____ AM	_____ AM
	_____ PM	_____ PM	_____ PM	_____ PM	_____ PM
6.	_____ AM	_____ AM	_____ AM	_____ AM	_____ AM
	_____ PM	_____ PM	_____ PM	_____ PM	_____ PM
7.	_____ AM	_____ AM	_____ AM	_____ AM	_____ AM
	_____ PM	_____ PM	_____ PM	_____ PM	_____ PM
8.	_____ AM	_____ AM	_____ AM	_____ AM	_____ AM
	_____ PM	_____ PM	_____ PM	_____ PM	_____ PM
9.	_____ AM	_____ AM	_____ AM	_____ AM	_____ AM
	_____ PM	_____ PM	_____ PM	_____ PM	_____ PM
Totals	_____	_____	_____	_____	_____
AM					
PM					

23

34

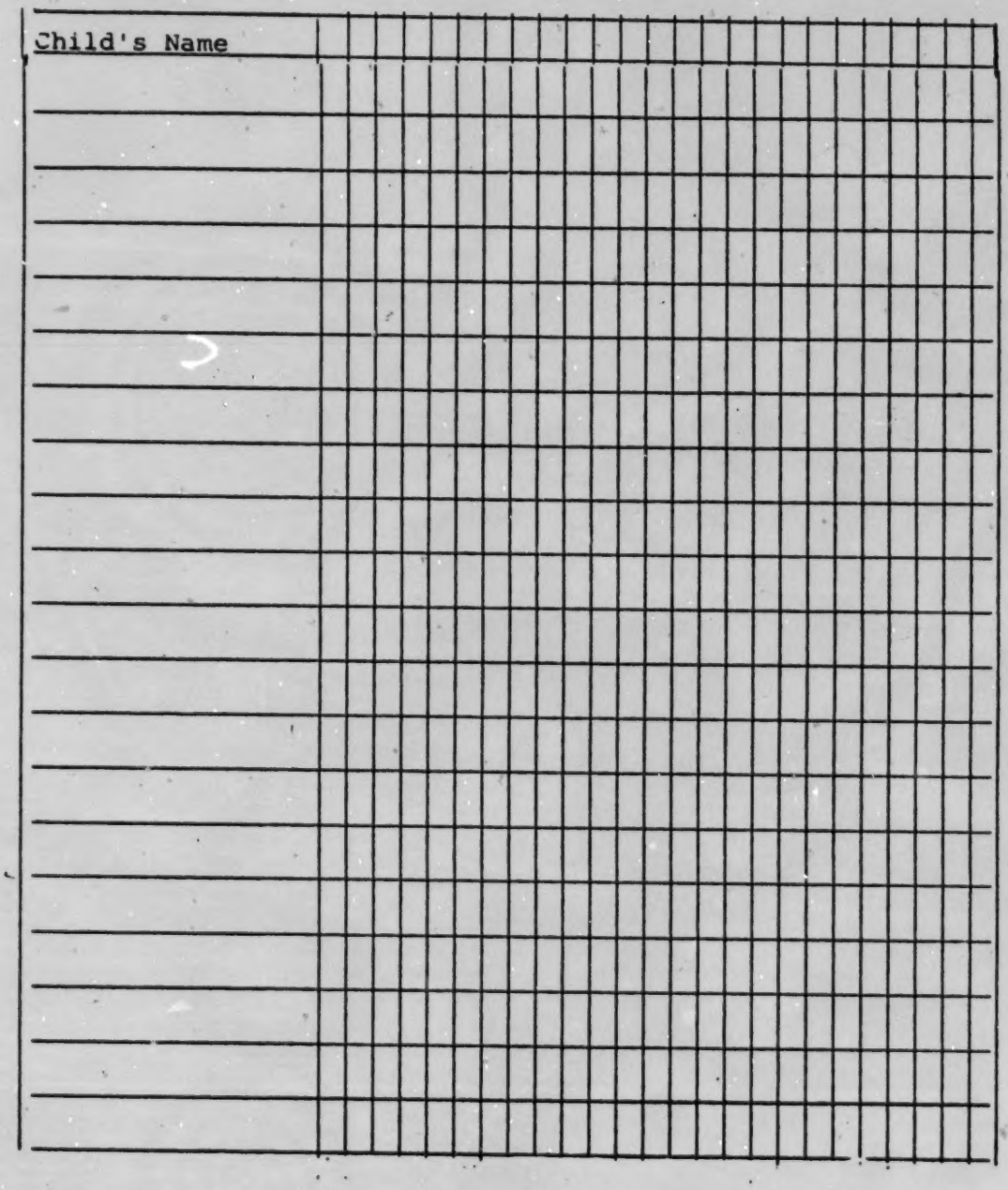
35

To work in:

DEBCON DAY NURSERY

Attendance Record of Children

Month _____ Year _____



INDIVIDUAL SKILLS SHEET

x success
o still working
xo on partial

6/1/79 through 7/13/79

ANNE LOUISE

- Crawling x
- Pattycake xo
- Drinking from glass xo
- Waving bye o
- Sitting on stairs to get used to space x
- Enticing to crawl up space x

VANESSA

- Crawling x
- Pattycake xo
- Drinking from glass xo
- Sitting on stairs to get used to space x
- Release of objects

ADAM

- Walking along holding x
- Climbing up stairs x
- Sitting on rocking horse and rocking chair x
- Drinking from glass x
- Pattycake o

DAVID

- Walking along edge (balance) xo
- rolling down hill xo
- Hopping xo
- Wheel barrow xo
- Grouping objects to make three xo
- Hammering nails xo
- Sewing board xo
- Geoboards xo
- Puzzles xo
- Potty training xo

DEBCON DAY NURSERY

Record of Toilet Needs, Medicine, Liquid Intake

Day *Tuesday* Month *August 21* Year *1979*

Child's Name	Potty Seat or Diaper change/time	BM time	Liquid intake time	Medicine time	Naps time	Additional Notes
MIA a.m.	8:30 dry DC	11:00 BM EC	9:00 tried bottle wanted none DC Noon - wanted none		9:00 really rubbing eyes - loves her blanket DC 10:45: woke up	
VANESSA a.m.	10:40 wet DC	8:30 BM DC 12:30 BM DC	9:00 few sips of juice DC 11:00 2/3 bottle of	juice DC	9:00-9:30 DC	
SAM a.m.	10:00 - wet all through clothes DC	8:30 BM DC	9:00 drank all of bottle EC		9:00 really rubbing eyes EC 10:00: woke up wet	
AMY a.m.	Ate and drank nothing - -		- felt puny most of	the morning; has	still	
JEFF	10:15 → same time 12:30 4:00	B.M. 10:15	10:00 milk 1/4C did not drink more than 1/4 C at noon of milk		1:00-4:00 woke up dry	
DAVID	1:30 5:00 3:30				1:30-3:15	
	(indicate if attempt on potty seat or success)	(indicate if an attempt on potty seat or success)	(indicate from glass or bottle)	(indicate kind and method	(indicate AM/PM)	

SAMPLE MENU

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning Snack	½ c orange juice	½ c orange juice	½ c orange juice	½ c orange juice	½ c orange juice
Lunch	Cheddar Cheese Sticks 1 oz Broiled sm Potato in the jacket Broccoli 2 T. Applesauce ¼ c Wheat Bread ½ slice ½ t. margarine milk 4 oz	Meat Ball 1 oz Spaghetti 2 T. Tomato Wedges 2 Sliced Peaches ¼ c Enriched Bread ½ slice ½ t. margarine milk 4 oz	Chicken Drum Stick Mashed Potatoes 2T Frozen Spinach 2T Watermelon Wedge ¼ c Yeast Roll ½ slice ½ t margarine milk 4 oz	Cubed Beef 1 oz Noodles 2 T. Carrots 2 T. Apple Slices ½ Wheat Bread ½ slice ½ t. margarine milk 4 oz	Roast Pork sliced in strips Sweet Potato 2 T. Green Beans 2 T. Seedless Grapes 6-7 Enriched Bread ½ slice ½ t. margarine milk 4 oz
Afternoon Snack	milk 4 oz bread stix ½ slice	milk 4 oz	milk 4 oz Graham Cracker	milk 4 oz	milk 4 oz

*Prepared for Debcon by Naomi Johnson, R.D.

MEATS AND SANDWICHES

Main Dishes -- All Portions (2 ounces ready to serve)

Chicken Pieces
drumsticks
breasts
thighs

Roast Turkey
sliced

Salisbury Steak
or Hamburger Patty

Baked Meat Loaf

Roast Pork
sliced

Roast Beef
sliced

Baked Pork Chop

Oven Baked Round Steak

Swiss Steak

Meat Balls
with sauce

Baked Chicken

Baked Ham

Ham Loaf

Baked Liver or Liver Loaf

Barbecued Frankfurters

Scrambled Eggs
with Ham

Baked or Broiled Fish

Salmon Patty

Salmon Loaf

Tuna or Chicken Salad
with 1/2 hard cooked
or deviled egg

Sandwiches

Cheese, Toasted

Ham Salad

Egg Salad

Chicken Salad

Tunafish Salad

Cubed Steak on Toast

Frankfurter on Bun

Hot Roast Beef

Hot Roast Pork

Hamburger on Bun

Hot Sliced Chicken
or Turkey on Toast

VEGETABLES

Servings from two tablespoons to six tablespoons depending on age and needs

Asparagus
- buttered
- creamed

Beans, dried
- limas
- navy

Beans, green
- buttered

Beans, green limas
- buttered

Beans, wax
- buttered

Beans, kidney

Beets
- buttered
- Harvard
- hot pickled
- spiced
- with celery

Broccoli
- buttered
- Hollandaise

Brussel Sprouts
- buttered

Cabbage, Chinese
- buttered

Cabbage, green
- au gratin
- buttered
- creamed

Cabbage, red
- buttered

Cabbage, white
- au gratin
- buttered
- creamed

Carrots
- sliced or strips
- buttered
- creamed
- glazed
- with celery
- with peas

Cauliflower
- au gratin
- buttered
- escalloped

Celery
- buttered
- creamed

Corn
- buttered
- creamed
- on cob
- Mexican
- succotash

Eggplant
- baked with tomatoes
- escalloped

Greens
- buttered
  - beet
  - collard
  - dandelion
  - kale
  - kohlrabi
  - mustard
  - spinach
  - swiss chard
  - turnip

Okra, with tomatoes

Onions
- au gratin
- buttered
- creamed

Parsnips
- breaded
- buttered
- glazed

Peas, green
- buttered
- creamed
- with carrots

Peppers, green or red
- raw in salads
- stuffed

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Potatoes, white
- American fried
- au gratin
- baked
- buttered
- creamed
- escalloped
- mashed

Potato substitutes
- buttered noodles
- buttered rice
- buttered spaghetti

Potatoes, sweet
- baked
- candied
- mashed

Pumpkin
- baked

Rutabagas
- buttered
- mashed

Sauerkraut

Squash, summer
- buttered

Squash, Acorn
- baked

Squash, Butternut
- buttered
- with nutmeg

Squash, Zucchini
- baked

Succotash
- buttered
- creamed

Tomatoes
- baked
- broiled
- stewed

FRUIT/JUICE

1/4 to 1/2 Cup

- Apples
  - baked
  - raw
  - sauce
- Apricots
  - canned
  - dried
  - fresh
- Bananas
- Berries-canned or fresh
  - blueberries
  - raspberries
  - strawberries
- Cherries-canned or fresh
  - black
  - red
  - Royal Anne
- Dates
- Figs
  - canned
  - dried
  - fresh
- Grapefruit*
- Grapes
- Lemons
- Limes*
- Oranges*
- Melons
  - canteloupe*
  - honeydew
  - watermelon
- Nectarines
- Peaches
  - canned
  - dried
  - fresh
- Pears-canned or fresh
- Pineapple
  - canned
  - fresh
- Plums
  - canned
  - fresh
- Prunes
  - canned
  - dried
- Raisins
- Rhubarb
- Tangerines*

FRUIT JUICES

- Apple
- Apricot
- Blended
  - Orange and Grapefruit*
- Cherry
- Grape
- Grapefruit*
- Orange*
- Peach
- Pineapple
- Prune
- Vegetable juices
  - tomato
  - mixed vegetables

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* Source of Vitamin C

PART TWO

SKILL DEVELOPMENT
AND
ACTIVITIES

For Marcee

SKILL DEVELOPMENT AND ACTIVITIES

Skill development occurs in a warm and loving environment. Toddlers need to feel that what they have to say is important. They need to sense that time is available for them to share ideas and to get attention.

Most toddlers have acquired many preacademic skills by eighteen months. Their experiences have taught them to expect predictable events following certain specific actions. Much practice of walking has given them a sense of confidence in their locomotor abilities. Constant practice now seems to be with words, phrases, and sounds.

The ability to predict what is next brings the toddler great pleasure. Knowing the routines of the day, having a specific location for personal items, and learning early that materials and equipment have a place where they belong help foster a feeling of comfortable expectation and wequence.

Much observation and testing of children has been done with infants through the preschool years. No correlation has been found between early testing and academic success.

The greatest benefit from assessment of infants/toddlers has been derived from identifying children at risk.

The recording of developmental observation has given us over a period of time a solid range of skills and activities that children at specific ages can generally do. Specific behaviors vary from child to child.

When planning materials and activities for toddlers, it seems best to first observe and record their successes and failures in their play. The programming becomes responsive to the child and justifiable.

Much of the toddler's concepts, skills and language develop withing the context of his personal needs. The more significantly that the activity relates to the toddler's own egocentric needs, the greater will be his motivation to tackle the task.

Concepts that contribute to the toddler's knowledge and functioning within the home and with his family most naturally reinforce past learnings. Environments which incorporate living areas that would be found in the home strengthen the toddler's interaction skills with his family.

Constantly labeling materials, actions and feelings gives the toddler sounds to repeat and practice. Asking questions that require information about who, where, when, how much, how many, and why generates memory and thinking skills.

Providing lots of things that can be investigated and taken apart stimulates problem-solving skills.

The greater the mastery that the toddler can establish in language, in motor skills, and in intellectual curiosity, the greater will be his feeling of self-esteem.

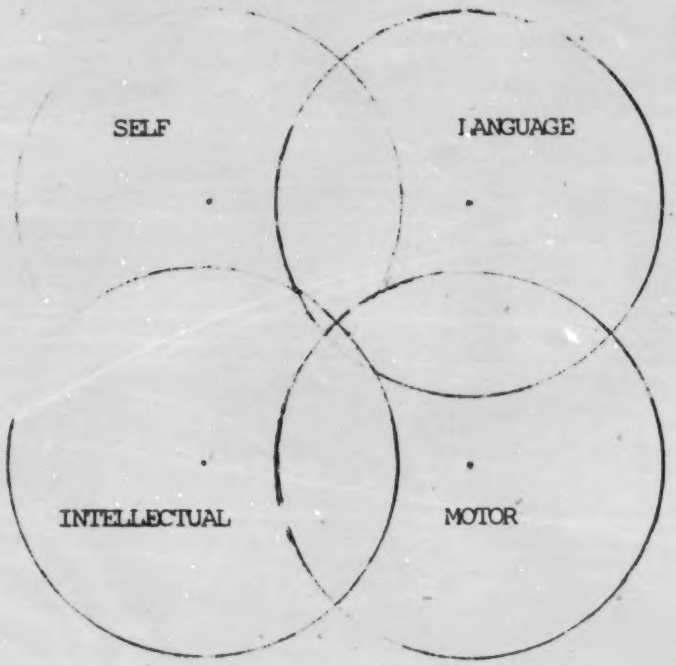
The drawing below shows the integration in the four skill areas that give your toddler his sense of competence and power.

SELF:

1. Child is aware of who he is.
2. Child is aware of what his body can do.

LANGUAGE:

1. Child identifies and requests.
2. Child replies to complete communication.



INTELLECTUAL:

1. Child knows information.
2. Child seeks new information

MOTOR:

1. Child manipulates limbs and body.
2. Child coordinates eye-hand manipulations.

For the purposes of this manuscript, three of the four areas of The Competent Toddler have been separated further.

Motor Development has been separated into:

1. Gross Motor Skills and Activities and
2. Fine Motor Skills and Activities.

Self has been separated into:

1. Body Awareness and
2. Self-Concept.

The area of Language has been separated into:

1. Expressive Language and
2. Receptive Language.

Skills are placed in three-month groupings to help teachers in their observations, assessment, and program planning. The range given is suggestive. Always follow the clues given by the child's behavior for his readiness.

GROSS MOTOR

SKILL	ACTIVITY
The child will be able to:	
A. Exhibit these skills associated with his walking abilities.	
1. Walk alone 2. Walk sideways 3. Walk backwards 4. Walk on tiptoe	1. to 4. Make a maze out of chairs. Set them a few feet apart in an S pattern with space to walk between in a path. Walk through the maze and then encourage the children to do it. (Use blocks instead of chairs if it's easier.) A footstep map can be made with a big piece of butcher paper. Draw a path on the paper by tracing around your feet with a marking pen. Make the footsteps sometimes go sideways and backward too. Tape the map to the floor and let the children follow the footsteps. (Footsteps can also be cut out of linoleum and placed around the room.) Use old tires as stepping stones outside.
5. Stand on walking board. 6. Walk with one foot on walking board	5 & 6. Walking Board
7. Walk on line, general direction	7. Make a wide line as a path around the room using chalk or tape. Encourage the children to walk on it.
8. Stand with both feet on walking board 9. Walk with both feet on walking board	8 & 9. Walking Board
10. Walk on ramp without falling	10. Build a ramp with blocks and boards. let children go up and down, forward and back.

GROSS MOTOR

SKILL	ACTIVITY
B. Exhibit these skills associated with going up and down stairs:	
11. Go up and down stairs on all fours	11 to 15. Use rocking boat that flips over to make steps. (Rocky Boat by Holbrook)
12. Creep backwards downstairs unassisted	Observe child on stairs in various parts of the building.
13. Walk up stairs alone: both feet on each step	Build "Nowhere Stairs" they can be made from old porch stairs or built from scratch. Let children help you paint them bright colors. Put them in a corner of the playroom so one side is closed by a wall. Tack smooth carpet remnants to the top of each stair, so the surface isn't slippery.
14. Walk down stairs alone: both feet on each step	Encourage children to climb stairs by putting a favorite toy at the top of the stairs.
15. Walk up and down stairs using alternating steps	
C. Exhibit these skills associated with standing up:	
16. Assume standing position without support through trunk rotation	16. Observe individual children as they master this skill.
17. Stand on either foot and balance	17 & 18. Draw some parallel lines on the floor with chalk. Have children balance on one foot on a line. Then have them hop over the lines with both feet.
18. Hop with both feet	Sing and act out "This Is The Way We Hop To School" (To the tune of Mulberry Bush)
	Sing and act out "Sammy" on the album "Getting To Know Myself" by Hap Palmer
D. Exhibit these skills associated with manipulating toys:	
19. Stoop to pick up toy from floor without falling	
20. Push and pull large toys, boxes, etc. around room	20. Doll buggy, Fisher Price shopping cart, wagon, doll stroller, wooden and cardboard boxes.
21. Carry large teddy bear or doll while walking	

D. continued	
22. Push and steer wheeled toy	22. Tyke Bike, motorcycle, Big Dumper (by Little Tykes, etc.)
23. Pedal tricycle	
E. Exhibit these skills associated with jumping	
24. Jump off floor using both feet	24. Place a rope on the floor and let children jump over it.
25. Jump from bottom step	25. & 26. Jump from "Nowhere Stairs" or "Rocky Boat".
26. Jump from second step	
27. Jump a short distance, approximately 4 to 14 inches	27. Place two ropes on the floor about 8 inches apart. Let children pretend the area between the ropes is water and they must jump over it.
28. Jump from several inches off floor.	28. Take mattresses off cribs, lawn chairs, or playpens. Set one mattress on top of another. Let the children jump off one onto another. Do it yourself first so they get the idea. (The mattresses can also be used for rolling and somersaulting.)
F. Exhibit these skills associated with sitting	
29. Seat himself in a small chair	29. Allow children to freely use chairs and place them strategically around the room.
30. Climb up and get down from adult chair without assistance.	
31. Alternate quickly between sitting and standing	31. "The Duke of York" action song (begin in sitting position) There was a Duke of York He had ten thousand men He marched them up to the top of the hill (stand up) And he marched them down again (sit down) Now when you're up, you're up (stand up) And when you're down, you're down (sit down) But when you're only half way up (half way stand up) You're neither up nor down (quickly stand then sit)

F. continued

32. Sit cross-legged

32. "We Are The Red Men"

Have the children sit as Indians of old did as they sing this song.

We are the red men
Tall and straight
With our feathers and war paint
Pow-wow, Pow-wow
We're the men of the old long cow
We are the Red Men
Feathers in our head men
Down among the dead men
Pow-wow, Pow-wow

(Children can be encouraged to sit cross-legged for other songs, fingerplays and activities as well)

G. Exhibit these skills associated with handling a ball (basketball, beach ball, etc.)

33. Roll a large ball

33. Sit in a circle on the floor with a few children and roll the ball back and forth. Have children spread their legs apart and slowly roll ball to each of them. Let them roll it to each other.

Roll the ball down the slide for variety.

Line up two or three chairs and let children roll the ball under them.

Lay a wastebasket on its side and try to roll the ball into it.

34. Kick a large ball

34. At first keep the ball stationary and let child "walk into" the ball. When he has mastered that, roll the ball to him and let him kick it.

G. continued

35. Throw a large ball

35. Convert a sturdy, large box into a retrieving device for ball throwing. (Actually large barrels, often used by movers, are ideal.) Cut the top off the box and a hole in the front where the ball can come out. Place a piece of cardboard in the box to help guide the ball from the top to the hole in the front. At first children will just drop the ball in the box, but they soon will stand back and really throw the ball.

Take a few balls outside where children have room to practice throwing and retrieving the ball.

Use bean bags for variation and throw them into shoe boxes.

36. Catch a large object such as a balloon or ball

36. Make ball scoops for ball catching from plastic bleach bottles or gallon plastic milk jugs. Cut diagonally from just below the handle to the bottom of the jug to make a scoop. Examine for sharp edges and sand them down if necessary.

Blow up some balloons about the size of a volleyball. Be sure to have one balloon for each child. Let them toss the balloons up in the air and catch them.

Place two children about six feet apart, facing each other. Have the first child toss the balloon gently into the air and then bat the balloon with both hands, toward the other child. See if he can catch the balloon and return it to the first child.

H. Exhibit these skills associated with coordination of arm and leg muscles	
37. Climbing	37. - 39. Geodome climber, small slide, logs of varying heights, rope rungs.
38. Swinging	
39. Running	
40. Clanging two objects together	40. Pans, lids, cymbals

SKILL	ACTIVITY
The child should be able to: A. Exhibit these skills associated with applying pressure with his fingers 1. Scribble spontaneously - grasping crayon with fist 2. Hold crayon with thumb and finger 3. Imitate circular, vertical and horizontal strokes 4. Make small marks with crayon or pencil	1. to 4. Make a Scribble Pad for children's use. Hang it where children have easy access to it. Explain that if children want to scribble, they can use this sheet or a blank piece of paper. Decorate brown paper bags with crayons. This way children can practice vertical lines, horizontal lines, scribbles and curves. Give each child a piece of paper and a crayon. Concentrate on one stroke and guide each child's arm when making that stroke. (For example, as you help a child go around and around with his arm to make a circle, you might verbalize the action to emphasize the stroke.)
5. Paint strokes, dots and circular shapes on easel. 6. Paint using some wrist action	5. & 6. When weather permits, take buckets of water and paint brushes outside to "paint" the building, toys, sidewalk, etc. This gives children lots of room to make big strokes. Give each child some newspaper and water with food coloring in it. Let them paint on the newspaper. They'll enjoy watching the newspaper turn colors! Put a little bit of shaving cream on a formica table top. Let the children use both hands to rub it around, making various strokes. (Add dry tempera for a little color.)

A. continued	
7. Snip with scissors	7. For ease when learning to cut, use Easy Grip Scissors
8. Cut with scissors	
9. Shows finger and thumb control	9. String a rope between two chairs. Let children use clothes pins to hang up doll clothes or dress-up clothes. Give each child some clothespins and a shoebox. Let the children clip clothes pins all around the box. Give each child some large paper clips and a piece of paper. Let them see how many paper clips they can get around the paper.
10. Manipulate egg beater	10. Use egg beater in the water table or let children use it to make pudding for snack.
11. Dig with a spoon or shovel	11. Supply spoons, shovels, buckets, etc. in sandbox for digging.
12. Make sand and mud pies	12. Make sand wet enough to hold together and supply small pie pans.
13. Roll, pound, squeeze and pull clay	13. Use Play-Doh, clay or silly putty. To make homemade silly putty, mix equal parts of Elmer's glue and liquid starch. (Usually 2 cups of each ingredient are adequate.) Blend together well and color with a few drops of food coloring. One note of caution, this can easily get in hair and on clothes and is very difficult to get out. So wear smocks and be careful.
14. Pound pegs through holes with hammer	14. Playskool Pounding Bench Get a medium sized tree stump. Let the children pound nails in the stump. When the children have mastered pounding, teach them how to pull the nails from the tree trunk.

A. continued

15. Winding objects

15. Musical stuffed animals
Fisher Price Ferris Wheel
Wind Up cars, trucks, etc.

16. Turn small knob

17. Turn larger knob

16. & 17.Mount various sized knobs on a board (radio knob, door knob, window latch and padlock with key) Allow children to discover how they work

18. Screw two things together

18. Get some giant nuts and bolts from your local hardware store. Lay them on a table and let the children put them together. If they are having trouble, screw a nut to a bolt form them. Then let them unscrew it. As they become more skilled, add small nuts and bolts to the jar.

Save jars and bottles with lids. Set several out with the lids nearby. Put a lid on one while the children watch. Then give each one a lid and let him find the jar or bottle that fits the lid. (Don't be discouraged if the children decide to do something else with the game. Try again another day, or leave the materials out so they can come back to them later.

B. Exhibit these skills associated with finger dexterity

19. Turn pages of a book-two or three at a time.

20. Turn pages of a book singly

19. & 20. Make bright, colorful picture books available to the children. Observe them as they "read" alone and to each other. Ask individual children to read to you and observe them.

B. continued	
21. Open simple containers	21. Coffee cans with lids Band-Aid boxes (watch for sharp edges) Cigar boxes Small boxes with lids
22. Take objects in and out of containers	22. Wrap a small toy or object in a piece of foil, let child unwrap it. Serve raisins for snack in a cup. Put a small toy in a matchbox and see if child can retrieve it.
C. Exhibit these skills associated with propelling a small ball.	
23. Throw a small ball.	23. Nerf balls or rubber balls may be thrown into a big laundry basket.
24. Roll a small ball	24. Lay a coffee can on its side and see if children can roll the ball into the can.
D. Exhibit these skills associated with eye-hand coordination	
25. String one inch beads	25. Beads-Developmental Learning Materials Make necklaces with macaroni, cut up straws, or old spools. Put popbeads together as a variation of this skill.
26. Thread string on a threading board	26. Threading Board Developmental Learning Materials Assist children in putting toothpicks through a colander Lacing cards (DLM) Lacing shoe.
27. Dial a telephone	27. Place a phone in the Housekeeping Area
28. Place large pegs in holes	28. Large Pegboard (DLM)

D. continued	
29. Put together 3 to 7 piece puzzle	29. Make your own puzzles by cutting a picture in the desired number of pieces and mounting it on cardboard. Cover with contact paper.
30. Fold material once imitatively	30. Child can: Fold washcloth Fold napkin Fold blanket around doll
31. Strike small objects	31. Play marching music while children march with triangles, rhythm sticks, drum, wooden spoon against pan, etc.
32. Pour wet and dry materials	32. Use two plastic containers, Fill one with rice, macaroni or other dry object, direct a child to pour dry ingredient into second container. Use various sized containers in the water table for pouring. Encourage the children to pour water from one container to another.
E. Exhibit these skills associated with block building	
33. Build tower of three one inch blocks 34. Build tower of five to eight one inch blocks 35. Align two or more cubes to make a train	33. to 35. Blocks with pictures or letters are particularly interesting to children. Child uses blocks to imitate vertical and horizontal formations.

SKILL	ACTIVITY
The child should be able to:	
A. Exhibit these skills associated with his eating habits	
1. Use spoon, spilling little	1. to 6. Observe children at lunch and at snack. Assist those who are having difficulty by showing and telling rather than by feeding them. Give generous praise for any accomplishments and ignore spills. Set up "tea parties" etc. in Housekeeping Area with strong plastic cutlery, plates and cups.
2. Eat with a fork	
3. Drink from a cup	
4. Lift and hold cup between hands	
5. Feed self independently with with supervision	
6. Discriminate edible substances from inedible ones	
B. Exhibit these skills associated with his toileting habits:	
7. Indicate wet pants	7. to 9. Show child toilet or potty chair and frequently ask him if he has to go.
8. Have bowel control	
9. Verbalize toilet needs fairly consistently	
10. Attempt washing hands independently	10. Demonstrate hand washing to individual children and encourage them to do it independently. Bathe dolls in the water table. Give children small washcloths and soap to wash their dolls
C. Exhibit these skills associated with his dressing habits:	
11. Unzip zipper	11. Zipper Boards (follow Buttoning Boards directions - #13) Dapper Dan Dressy Bessy
12. Pull on simple garments	12. Dress-up clothes in Housekeeping Area.
13. Button buttons	13. Make a button book with various sizes of buttons to button.

C. continued.

13. continued

Make Buttoning Boards.

Use a stiff piece of cardboard from a grocery carton. Cut out a frame with edges about 4" wide. Staple or glue firmly to the edges of the cardboard frame some kind of durable cloth material. (drapery material samples are good) Sew buttons to one side of the cloth and make button holes opposite. Direct child to button and unbutton the material.

14. Attempts to buckle and unbuckle

14. Collect pet collars that buckle. Have children buckle and unbuckle them.

15. Pull socks on and off

16. Undress with adult assistance for shoes, socks, pants, and underwear

17. Help dress and undress self

18. Dress with supervision

15. to 18. Give children opportunities and time to dress and undress themselves. Assist them when necessary.

D. Exhibit these skills associated with his cleaning-up habits:

19. Pick up toys and put them away

20. Remember where objects belong

19. to 20. At clean-up time, make the child the active participant and you help <u>him</u>. (Don't let him watch you put all the toys away!) This might have to be done in stages over a period of time:

First, have him help you put toys in a box near in proximity to you,

then ask him to put one toy on a shelf in a designated place,

then have him put away toys that all belong in a certain area,

build up to any toys in any part of the room.

D. continued	
21. Help put things away around the house	21. Ask mothers to use similar techniques as in 19 and 20 around the house.
22. Help with household tasks	22. Allow children to assist in cooking, cleaning, sweeping, dusting, washing clothes, etc.
E. Exhibit these skills associated with play development:	
23. Is able to play alone for short periods	23. Make several secret places for children to play alone. For example, a blanket over a table, a big cardboard box, two bookcases at right angles next to wall, bit box to crawl into, tunnel.
24. Engage in parallel play	24. Observe children in various play situations.
25. Imitate household chores	25. Make available in Housekeeping Area: broom, sweeper, dust rags, iron and ironing board, dish pan, dishes, etc.
26. Imitate simple actions	26. Introduce nursery rhymes and finger plays (Let's Do Fingerplays by Marion Grayson and Mother Goose, by Brian Wildsmith.)
27. Manipulates rocking toys	27. Rocking horse, rocking boat, rocking chair.
28. Play simple group games	28. Ring Around The Rosie London Bridge Pat-A-Cake
29. Participate in sand and water play	29. Water Table Sand Box
30. Carry, dump and pour water and sand	30. Water Table, Sand Box, buckets, spoons, shovels, sieve, trucks, cars, etc.
31. Push loaded vehicles	31. Use small "Matchbox" cars and trucks in sand box. Make a road on the floor with masking tape. Children can "load" cars and trucks at one end and "empty" them at the other. Set up tracks and "load" train.
32. Make simple block structure	32. Make hollow blocks and unit blocks available for constructions. Assist where needed.

SKILL	ACTIVITY
The Child should be able to: A. Exhibit these skills associated with his self-concept 1. Learn his name as a label for himself	1. Greet each child by name every day and use child's name whenever addressing him directly. Identify child's belongings by his name. (For example, "This is Jane's coat", etc.) Make a VIP Badge for each child by mounting a small photograph on a cardboard disc. Print the child's name on a scrap of ribbon and attach it between the photo and the cardboard. Put a safety pin on the back with masking tape. Pin them on the children for special occasions (parties, field trips, etc.) Put individual children's photographs and names on their cubbies; call attention to them often. Say each child's name when you write it on his artwork and let him watch you write it. Use songs that lend themselves to name substitution. For example: "We're Going For A Walk" We're going for a walk (or for snack or for lunch) Who will come along _____ and _____ (insert children's names) They will come along (Adapted from "We're Going On The Train" in Songs For The Nursery School "Jack Be Nimble" (child's name) be nimble _____ be quick _____jump over the candlestick

A. continued

(This is a good song for transition time. If children are just finishing circle time and are ready for something else, this song can be used. As each child's name is called, he can jump over a candle placed in the middle of the circle and then go to the next activity.)

"Mary Wore Her Red Dress"

Mary wore her red dress, red dress,
red dress
Mary wore her red dress
All day long

(from Ruth Crawford Seeger, American Folk Songs For Children in Home, School and Nursery School)

(This song can be used with an individual child or a small group as a spontaneous response to something they do. For example, if a child or a group of children are dressing up, you can admire each one by singing "Sarah wore a blue hat, blue hat, ..." The song can also be used at group time. As children sit in a circle, you can move from child to child, identifying a particular piece of clothing on each child

"I Have A Friend"

I have a friend that you all know
And _____ is his name
(child's name)
I have a friend that you all know
And _____ is his name

(Words adapted by O. McAfee, Music Traditional "Lil' Liza Jane".)

(This is a good "get-acquainted" song. It can be used with individual children or in a group. In a circle, the last line can be changed to: "And he's sitting next to

A. continued	_____. You can continue around the circle in this manner.) (another child's name "Where Oh Where Is" Where oh where is dear little _____ (child's name) Where oh where is dear little_____ Where oh where is dear little _____ Will she come right here (To the tune of "Ten Little Indians) (This song can be used to call children to an activity or group time.)
2. Identify other children and adults around him by name	2. Tell children your name frequently and clearly. Ask individual or a group of children "What's my name?" Teachers should call one another by name. Ask an individual child to take something to another teacher who is mentioned by name. Encourage children to call other children by name. Introduce them often in small groups. Ask child "who are you playing with?" or say "I see that John and Joey are playing together in the sandbox."
3. Know own sex	3. Teacher should help child develop early self-identification by saying things like "Here comes a big boy " or "Joan is a girl, what a pretty dress she's wearing today". When in a large group, ask boys to do something and girls do something else. For example: "All boys stand up, all girls sit down".

A. continued.

4. Recognize that he is special and an important individual, different from others.

4. Take pictures of the children and hang them on a wall, low enough for the children to view. Have each child identify his picture. Discuss how the pictures are alike and how they are different, mentioning how special each person is.

Trace around the children's bodies on large paper and help them fill in body parts and clothes.

Have at least one full-length mirror in the classroom; time should be taken to focus on the body parts and facial expression of the children as they look at themselves in the mirror; a small hand mirror for closer inspections can be used in the same way.

Compare children's faces, sizes, hair color, etc. always accepting each and stressing the value of individuality.

Weigh each child and measure his height. Mark each child's height on the wall (make a growing tree, for example) with each child's name and weight under his height. Remeasure and reweigh about every three months to see how they've grown.

Record the children's voices individually and let them listen to themselves.

Display a birthdate chart with each child's birthday on it.

Do something special for each child on his birthday.

Make a hand cast in plaster of each child's hands and let children examine and compare them.

On warm days make footprints with bare

A. continued	feet on the pavement; in winter do the same with boots in the snow. Have the children observe shape, size, etc. Make cut-out parts of body parts and have the children assemble various sizes and shapes of people on a flannel board. Use a movie camera to take pictures of the children and show them to the children.
5. Express emotions (happiness, fear, anger, love, sadness)	5. Make a Happy-Sad Mask with a small paper plate or a 6" round piece of cardboard. On one side help children draw a happy face, on the other side draw a sad face. Glue a tongue depressor to the plate. Cut holes for eyes and let the children act out their emotions with the masks. To get started you might want to read "A Happy-Sad Happy Story" in The Sesame Street Library Volume 1. (The masks can also elicit other emotions and can be adapted accordingly.) Teach the song "If You're Happy and You Know It". Change to "If You're Sad and You Know It" and have children help you finish the song. Discuss emotions with the children. Let them know that it's alright to be angry, afraid, etc. sometimes. Show pictures of children displaying various emotions. Have children identify the emotion and discuss it.
6. Show humor	6. Play the game of Hide and Seek with an individual or a small group of children. The teacher should hide in a relatively conspicuous place, so she can easily be found. Encourage the children to hide so you can find them. Step out of your role as a teacher

A. continued	occasionaly and imitate a monster, make a funny face, or croak like a frog.
7. Identify with a thing or idea that is unique and special	7. Make accommodations available for each child's special friend that he brings to school (doll, car, truck, stuffed animal)

SKILL	ACTIVITY
The child should be able to:	
A. Exhibit these skills associated with identification of his body parts.	
1. Point to three body parts (hair, eyes, nose)	1. Use a puppet (for example, Leo the Lion) and have him tell the children to touch various body parts. Sing "Put Your Finger In The Air" Play a modified version of Simon Says (ex) Simon says "Shut your eyes, wiggle your nose, touch your hair", etc.
2. Point to six body parts	2. Sing "Head, Shoulders, Knees, and Toes" Play Simon Says using more body parts Make a "Magic Wand" with a dowel and cotton on the ends. Have child point to body parts with the wand and name the parts.
B. Exhibit these skills associated with following directions:	
3. Follow one direction	3. Ask the child to do one simple task (ex.) "Get the ball."
4. Follow three-part sequence	4. Ask the child to do three tasks (ex.) "Take off your coat, hang it up and follow me." Play "Knock Down". Collect three blocks of different shapes. Stack them on top of each other while children watch. Tell the children to look and remember the order of the blocks. Then let one child knock them down and stack them back in order.
5. Follow simple rule	5. Make a rule concerning your room and explain it to the children (For example, many children love to scribble with crayons, but often do it in the wrong places. Make a "Scribble Sheet" from shelving paper and hang it on the wall. Explain that this is where scribbles belong.)

C. Exhibit these skills associated with singing and storytelling:

6. Attempt to sing
7. Sing phrases of songs
8. Join in nursery rhymes and songs
9. Participate in storytelling with words or phrases

6. to 8. Encourage children to sing with you, alone for phrases of the song, and independently.

9. Have children assist you in telling a story. Begin with fairy tales where they can supply phrases like "I'll huff and I'll puff and I'll blow your house in or "Who's been eating my porridge?" Use a flannel board or pictures as children can assist in this way also.

D. Exhibit these skills associated with his uniqueness:

10. Recognize himself when shown picture

10. Take photographs of all the children and mount them on a wall for the children to see. Ask individual child to find his picture.

Also, take a photograph of the entire class. Ask individual child to pick himself out of the group picture.

11. Recognize his own possessions

11. Put all of children's shoes, mittens, hats, or jackets in a pile. Ask child to pick his out of the pile.

12. Recognize his own words can be written down

12. Frequently write down children's own words. This may be stimulated by asking the child a pertinent question like "what do you do with your money?" or by showing him a picture and asking him to respond to it. As the child tells it, write down the words he uses.

D. continued	
13. Holds up fingers to signify age	13. Ask child to show you how old he is
E. Exhibit these skills associated with initial numerical concepts	
14. Understand the concept of one	14. From a group of objects, ask the child to "Bring me one."
15. Comprehend "another"	15. After an activity similar to #14, ask child for "another".
16. Conserve two	16. Teach the song "I've Got Two" from the Sesame Street album "Sesame Street - Original Cast" Help children conserve two by asking them to count various body parts (ex.) Count your hands, arms, legs, feet, eyes, ears.
F. Exhibit these skills associated with matching and sorting:	
17. Match/sort objects by color	17. Button Sorting Tray Color Discovery Cards (by Developmental Learning Materials)
18. Match color to sample	18. Paint 3 spools three different colors. Paint three circles on a tagboard the same colors. The child should match the spool to the corresponding circle. Present child with six different colored cubes. (Start with two and progress.) Keep a matching set of six out of sight, presenting one at a time and asking child to show you one just like it. "Who Will Be My Partner?" Give each child a different colored square of construction paper (5" x 5") and keep a set for yourself. sing: Who will be my partner Who will be my partner Who will be my partner

F. continued	18. continued This bright and sunny day? As teacher holds up one square, the child with the matching square takes the teacher's square back to his place.
19. Match/sort objects by texture	19. Gather pieces of fabric of various textures; burlap, corduroy, satin, fur and nylon. Be sure you have two swatches of the same texture, but not necessarily the same color, size or shape. Ask children to match the swatches according to how they feel.
20. Match/sort objects by shape	20. Shape Sorting Box (DLM) In the fall, go on a leaf-collecting walk. Let the children pick up leaves they like and put them in bags. Dump them out and help children sort leaves that have the same shape into piles. Mix together some blocks, beads, cups, and silverware in a box. Ask child to sort them by their shape.
21. Sort similar objects by size	21. Gather two balls, two cars, shoes, dolls, books, etc. that are similar except in size. Allow the children to examine and play with the objects. Ask them to separate the objects into two piles ("big and little") or ("large and small") according to their relative size.
22. Match objects with a picture of the object	22. Draw pictures on cards of small toys or objects (cars, animals, keys, toothbrush, etc.). The child should match the object with the picture of that object.

F. continued	
23. Match tastes	23. At snacktime cut pears and apples into cubes. While the children are eating, ask each one to find two cubes that taste the same. (Be sure to use fruit that feels and looks alike.)
G. Exhibit these skills associated with order:	
24. Demonstrate sense of order from smallest to largest	24. Fisher Price Stacking Toy Nesting boxes } Developmental Canisters } Learning Materials
H. Exhibit these skills associated with identifying opposites:	
25. Describe objects as rough or smooth	25. Go on a walk and collect things that are smooth and things that are rough. Later compare them, grouping smooth things together and rough things together. Give each child a small square of sandpaper approximately 4" x 6". With crayons have children make a picture or design on the sandpaper. Encourage the children to describe how the sandpaper feels and how the crayon feels on the sandpaper. Place the sandpaper picture face down on a slightly larger square of white drawing paper and iron with a hot iron. Then give the child the sandpaper picture and the smooth print. Compare the textures.
26. Predicts and tests whether objects will sink or float	26. Fill a big bucket with water. (An inflatable wading pool is even better.) Hold a rock or flower near the water. Ask children which will sink and which will float. Then put each in the water and see what happens. Allow the children to test other things (twigs, leaves, etc.) to see if they will sink or float. (This activity can also be done in the water table in the classroom.)

H. continued

27. Identify "long" and "short"

27. Use long pretzel sticks for snack one day. Have the children measure with each other to see whose sticks are longer or shorter. Have all the children take a bite from their sticks. Measure again. Compare using the words "longer" and "shorter".

28. Identify "big" and "little"

28. Bring an electric skillet to school. Let the children help make a regular pancake mixture. Add a bit less milk so the mixture won't be too drippy. Let the children take turns dropping a big spoonful of mixture onto the skillet to make pancakes. While they cook, discuss which pancakes are big and which are little. Point to two and ask which is bigger? Which is the biggest of them all? When the pancakes are done, serve them and let the children eat them.

Bring out a dress up box containing some hats, shoes and some other clothes, some of which will be too big and some too little for the children. Play "dress up" and ask children if what they are wearing is "too big" or "too little".

I. Exhibit these skills associated with directionality and possession

29. Demonstrate understanding by appropriate responses to such verb forms as "sit down", "come here" and "stand up"

29. Play Simon Says, using "stand up", "sit down" and "come here"

30. Differentiate between "in, on and under"

30. Ask child to place a ball in a box on the table, and under the table.

Alarm Game - Bring a minute-timer with an alarm to the classroom. Give the children a simple direction using the word

I. continued	30. continued "in, on or under". For example, "Sit under a table." Set the timer so the alarm goes off in 15 seconds. Have the children do the action before the alarm goes off.
31. Discriminate between "my" and "your"	31. Use two identical cups. Place one in front of the child and one in front of you. Say "show me your cup", then "show me my cup."
J. Exhibits this skill associated with utilization	
32. Identify three objects by demonstrating their use	32. Ask the child to show you how common objects are used (ex.) broom, comb and hammer.
K. Exhibits this skill associated with recall	
33. Describe non-present situations verbally	33. Tell the child what has happened to you before coming to school. Then have child tell you what has happened to him. If the child has trouble ask, "what did you do after breakfast?", etc. This can be written down. Child will expound with experience.

SKILL	ACTIVITY
The child should be able to: A. Exhibit these skills associated with himself 1. Refer to self by name	1. Teach the Hap Palmer song "What Is Your Name?" Show the child a mirror and ask "Who's That?" Point to the child and ask "Who's That?" Ask "Who's eating?" or "Who's playing?" etc. Show picture of a child and ask "Who's That?"
2. Tell first and last name on request	2. Children sit in a circle and teacher beats a rhythm on the drums and says: My name is _____ (teacher's name) (pause) What is yours? Child answers with both first and last name. If child has difficulty, offer assistance. Then beat out the rhythm and say His name is _____ (previous child's name) (Pause) What is yours? Continue around the circle until everyone has been named. Invite individual children to play the drum with you when you're beating out their rhythm. Gather the children in a semicircle on the floor in front of you. Then teach the following poem:

A. continued	Good morning: Please tell us who you are Won't you say your name for us, So we can say it too? _____ (child's first and last name) Good morning, _____ (child's name) and how are you" We all heard you say your name, So, now we know it too.
B. Exhibit these skills associated with questioning	
3. Form a question	
4. Ask for wants by naming object	4. (ex.) milk, juice, cookie
5. Ask for at least two things without situational cues	5. (ex.) food and drink "Me want cheese." "Me want juice."
C. Exhibit these skills associated with conveying ideas	
6. Combine two different words to tell about objects or experiences	6. (ex.) More juice,
7. Tell about something with functional sentences which carry meaning	7. (ex.) Me go store, Me hungry now.
D. Exhibit these skills associated with naming objects	
8. Name familiar objects while playing with them or when pointed to	8. Put a few objects from around the room in a bag for each child. Use any everyday objects like blocks, dolls or paintbrushes. Give each child a bag and let him dump it out. Ask each child what he found in the bag. If a child has difficulty naming objects, take away all but two objects, then ask what objects each child has.

D. continued	
9. Name three or four pictures of common objects	9. Show individual children pictures of common objects (cars, dolls, etc.) and ask them to identify them.
E. Exhibit these skills associated with oral modeling	
10. Attempt to sing	10. Provide experiences throughout each day for children to sing, either with the group, or alone.
11. Imitate environmental sounds (motors, animals, etc.) spontaneously during play	11. Set up a farm with a barnyard full of animals and allow the children to interact spontaneously or make a road by putting tape on the floor and add toy cars, trucks, and motorcycles, ready to travel.
F. Exhibit these skills associated with reading appreciation	
12. Enjoy "reading" books	12. Expose children to books by reading to them alone or in a group, frequently throughout the day. Make brightly colored, sturdy books available to the children whenever they desire to "read" in an eye-appealing comfortable corner of the room.
G. Exhibit these skills associated with verbalization of ideas.	
13. Verbalize immediate experiences	13. Encourage child to express himself verbally. Children are often eager to "talk about" what they're doing. Approaching a child with "I see you've been busy here in the sandbox" lends itself to conversation. Tape record children's voices as they play. Do this both when they're aware that you're taping and also without their knowledge. Ask them to tell you what they're doing.

G. continued	
14. Use pronouns I, me and/or you, but not always appropriately	14. Observe this when talking directly to the child and when tape recording.
H. Exhibit these skills associated with bodily movement.	
15. Use bodily gestures	

SKILL	ACTIVITY
The child should be able to:	
A. Exhibit these skills associated with following directions .	
1. Find objects designated by name on request	1. Ask the child for some common objects "Give me the cup, shoe, ball, etc."
2. Follow simple command	2. Ask the child to complete simple tasks, such as "put the block on the chair."
3. Point to three body parts of self	3. Sing the song "Put Your Finger In The Air" Use these or similar verses. 1. Put your finger on your eye, oh my, oh my, oh my 2. Put your finger on your nose, that's where the cold wind blows 3. Put your finger on your belly, make it shake like apple jelly (Be creative! make up your own verses.)
4. Point to six body parts of self	4. "Put Your Hands In The Air" by Hap Palmer on "Getting To Know Myself" album. "Head, Shoulders, Knees and Toes"
5. Follow two stage related command	5. Ask the child to do two related tasks: "Pick up the ball and bring it to me."
B. Exhibit these skills associated with questioning	
6. Answer questions appropriately	
7. Ask questions when more information is desired	
C. Exhibit these skills associated with response to sounds	
8. Begin to sing phrase to familiar record playing in background	8. Play records that children are familiar with, while children are playing. Keep the volume at a level where children aren't distracted by it. Don't do this constantly or it will blend in with every thing else and go unnoticed by the children.

C. continued

9. Identify specific noises with auditory clues	9. Show children familiar instruments (horn, whistle, bell and drum) and demonstrate the sounds they make. Have the children close their eyes while you make a noise with one of the instruments. Ask the children to identify which instrument made the sound. Tape record your classroom. Have the children watch as you tape the sounds. Here are some suggestions: Noisy toys, doors slamming children clapping water running feet stomping Play back the noises one at a time and have the children tell you what made the noise.
10. Repeat a series of two sounds on objects	10. Using a xylophone, piano or bongo drums, make two different sounds. Ask a child to repeat the sounds on the instrument.
11. Repeat two pitches or tones.	11. Sing two different pitches and ask a child to repeat the sequence. This could be accomplished in a "Good Morning" or "Good-bye" song. The teacher sings "Hel-lo" and child answers with "Hel-lo" ("Good-bye" can also be substituted as well as child's name.)
12. Repeat a rhythm	12. On a drum or tom-tom, play various beats. Have the children listen carefully to the beat and then respond on their own instruments or by clapping. Several suggested beats are: (One, Two, Three), (One, Two, Three), (One, Two, Three).

C. continued	
13. Focus on specific sound within the environment	13. Play "Musical Chairs" (You don't necessarily need to play the traditional way and remove a chair each time. The emphasis should be on getting the children to realize the music has stopped and they should sit down.)
D. Exhibit these skills associated with reception to touch	
14. Recognize that different textures feel differently	14. Make a book of textures for each child labeled _____'s Book To Touch. Each (child's name) page should have a different texture on it. Some suggested textures are: cotton, plastic, burlap, velvet, foam rubber, terry cloth, wool, rubber, silk and flocked wallpaper.
15. Match textures	15. Use pairs of objects, preferrably of different colors, and ask children to match them according to the way the materials feel (suggested materials are in activity #14)
16. Identify objects by touch only	16. Feely Box
E. Exhibit these skills associated with creativity	
17. Shows pleasure through music, i.e. rocks to rhythm, taps, repeats phrases, sings-songs when playing, etc.	17. During snack time, clean-up time, or resting time, play a background of children's music. This type of listening can have a

E. continued	17. continued calming effect on groups of children and as a result provide a quieter environment.
18. Responds creatively to music, i.e., (shows planned action in response to music)	18. Gather the children into an open area where they can move about without running into one another. Give each child a scarf and let him respond to the music
19. Participate in spontaneous dramatics when given verbal clues.	19. Gather the children into an area where there is space for movement. Then give the children, individually or small groups, simple suggestions for acting out an activity. For example: "Show how you sweep the floor." "Show how you set the table." "Show how you walk in deep snow." "Show how you walk barefooted on a hot sidewalk."
20. Shows pleasure from being read to, i.e. laughing, pointing to picture, repeating phrases, asks questions, rapt attention, brings book to adult	20. Read fairy tales, nursery rhymes, short stories and books to individual or groups of children often. Allow the children to participate in the story in some way.

SKILLS BY MONTHS

18-20 months

Self Concept	#1, 4, 6
Body Awareness	#1, 3, 4, 19, 25, 27
Cognitive	#1, 3, 6
Gross Motor	#1, 5, 6, 11, 12, 19, 20, 21, 40
Fine Motor	#1, 16, 19, 21, 22, 23, 31
Expressive Language	#4, 6, 10, 12, 15
Receptive Language	#3, 18, 14, 20

21-23 months

Self Concept	#3
Body Awareness	#11, 15, 20, 22, 23, 31
Cognitive	
Gross Motor	#16, 36, 29, 30, 34, 35
Fine Motor	#14, 24, 27, 28, 30, 32, 33
Expressive Language	#5, 7, 8, 9, 11
Receptive Language	#1, 2, 8, 17

24-26 months

Self Concept	#2, 5, 7
Body Awareness	#2, 5, 6, 7, 8, 9, 10, 12, 16, 17, 24, 26, 28, 29, 30, 32
Cognitive	#2, 4, 5, 7, 10, 13, 14, 17, 18, 20, 24, 28, 29, 32
Gross Motor	#2, 3, 7, 8, 10, 13, 14, 17, 18, 37, 38, 39, 22, 24, 25, 28, 31, 32, 33
Fine Motor	#3, 4, 6, 7, 11, 13, 15, 17, 20, 25, 29, 34, 35
Expressive Language	#1, 3, 13, 14
Receptive Language	#4, 5, 15

27-29 months

Self Concept	
Body Awareness	
Cognitive	#8, 15, 16, 19
Gross Motor	#26
Fine Motor	#2, 10, 26
Expressive Language	
Receptive Language	#6

30-32 months

Self Concept	
Body Awareness	#14, 18, 21
Cognitive	#9, 11, 21, 22, 27, 30, 31, 33
Gross Motor	#4, 9, 23, 27
Fine Motor	#5, 12, 18
Expressive Language	#2
Receptive Language	#7, 9, 10, 11, 13, 16

32-36 months

Self Concept	
Body Awareness	#13
Cognitive	#12, 23, 25, 26
Gross Motor	#15
Fine Motor	#8, 9
Expressive Language	
Receptive Language	#12, 19

RESOURCES

Places To Go:

Airport
Bakery
Bank
Barber shop
Beauty shop
Bus ride
Construction sites
Dentist's office
Department store
Doctor's office
Farm
Fire station
Gas station
Grocery store (corner market and supermarket)
Hospital
Library
Parks (local and state)
Pet shop
Police station
Post Office
Restaurant where food preparation is visible (pizza, ice cream, etc.)
Television station
Train station
Zoo

People to Visit your School:

Barber
Beautician
Bus driver
Dentist
Doctor
Mailman
Musician
Nurse
Policeman
Parents with demonstrable occupations

PART THREE

EQUIPMENT NEEDS

For Julie

COMMERCIAL EQUIPMENT

Self Concept

doll buggy (big enough for child to fit in)
*doll stroller
doll bed (big enough for child to fit in)
dolls, blankets and doll clothes
*Dapper Dan
*Dressy Bessy
iron
ironing board
broom and dust pan
clothespins and clothesline
sweeper
dusting rags
play telephone
*wooden clock with movable hands
wooden refrigerator (child's)
stove (child's)
sink (child's)
small table with two chairs
scales
full-length mirror
*handheld mirror
rocking chair (child's)
Fisher Price shopping cart

Intellectual

Buttom Sorting Tray (Developmental Learning Materials)
Color Discovery Cards (DLM)
Shape Sorting Box (DLM)
Fisher Price Stacking Toy
Nesting Boxes (DLM)
*Canisters
flannelboard

Gross Motor

walking board
rocking boat
dome climber (Creative Playthings)
small slide
rope rungs
rocking horse
tyke bike
*Big Dumper (by Little Tykes)
motorcycle
hollow blocks
tyke wagon
unit blocks
*mats (for jumping, tumbling & rolling)
basketballs or beachbags
Nerf balls
laundry basket
bean bags
tricycles
wagons
Snoopy Sniffer (Creative Playthings)
*Magnetic train (Creative Playthings)
*Creative Coaster (Fisher Price)
*cymbals

Fine Motor

Jack-in-the-Box
musical stuffed animals
*Fisher Price ferris wheel
*wind up cars and trucks
Playskool Pounding Bench
hammer and nails
Easy Grip Scissors (DLM)
small rubber balls
string and beads
*popbeads
lacing cards (DLM)

large nuts and bolts
*Lacing Shoe
large pegboard (DLM)
Preschool Legos
Tinker Toys
puzzles
rhythm sticks and triangles
drum
one inch block cubes, assorted colors
*small blocks with pictures or letters
Threading Board (DLM)
easels

Expressive Language

puppets (finger and hand)
cassette tape recorder
barnyard animal set
play people (wooden or hard plastic)
Fisher Price doll house
*Fisher Price hospital
Fisher Price garage
record "Getting To Know Myself", Hap Palmer,
Educational Activities, Inc., Long Island, N.Y.
picture books

Receptive Language

horn, whistle, bell
xylophone
piano (hopefully donated or used)
tape recorder and earphones
"Getting To Know Myself" records

Basic Equipment

sand table

sand toys (spoons, buckets, shovels, sieve, small cars and trucks)

water table

water toys (funnels, spoons, boats, hand egg beater, small pitchers, buckets, etc.)

*Complementary items to be purchased second year

MATERIALS TO SCROUNGE FOR:

*These are good items to ask parents to save. However, you'll need these right away at the beginning of your program, so you supply the first round and let parents replenish your supply.

old magazines with pictures
cardboard (from tablets, shirts etc.)
computer paper (or paper used on one side)
material scraps (various textures - silk, burlap, corduroy, velvet, etc.)
newspapers
old spools,
wallpaper books
men's shirts (for painting)
roll-on deodorant bottles (for painting)
egg cartons
wire screen
old toothbrushes
tin cans (well cleaned)
milk cartons
paper towel rolls
squeeze bottles with small openings
collage materials
old paint brushes (thoroughly cleaned)
old paint cans
grocery bags
boxes:-large cardboard or wooden (for "being alone", building, hauling things, etc.)
small boxes with lids (to practice putting on and taking off)
shoe boxes
cigar boxes
matchboxes
plastic containers of various sizes (for water table, storage, etc.)
dress-up clothes (old hats, men's and women's shoes, men's shirts and ties, dresses, vests, skirts, etc.)
clothes denoting various professions (fireman, mailman, baker, doctor, nurse, policeman)

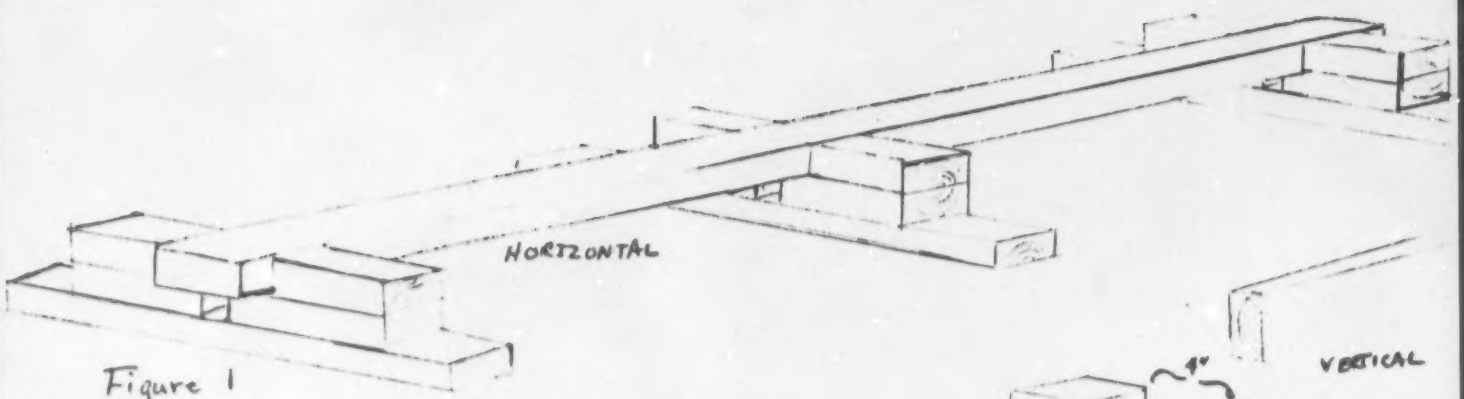
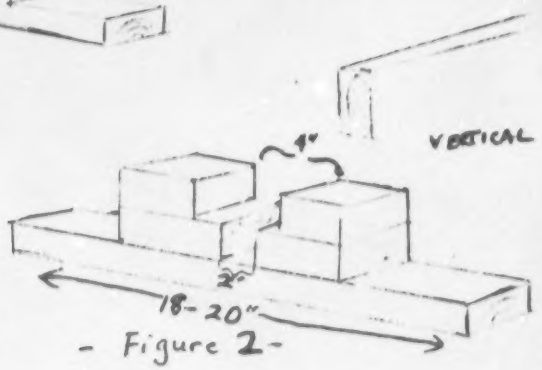


Figure 1



- Figure 2 -

*Drawings by Dr. Jim May.

Materials:

Lumber (2" x 4" x 8") 4 pieces

Hammer

Nails

Saw

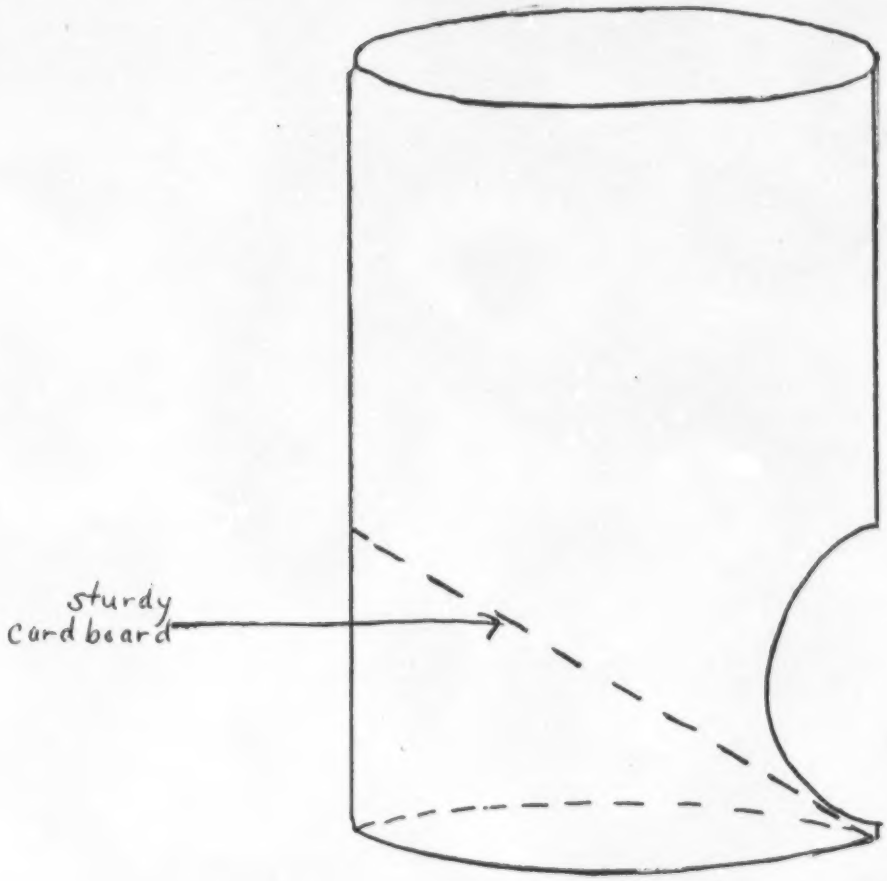
Procedure:

Nail together three layers of 2" x 4" so that the middle layer has a 2" slot in the middle and the top layer has a 4" slot in the middle (see figure 2). Make three stands. Place one stand on each end of one of the 2" x 4" 's and the third stand in the middle. The walking board may be placed broadside (see figure 1) in the 4" slots or narrowside in the 2" slots.

*Note:

The dimensions referred to are the terms popularly used (2" x 4"). The actual dimensions are smaller, usually 1 5/8' x 3 5/8 or 1 1/2" x 3 1/2". Check dimensions before constructing.

BARRELS FOR BALL TOSS



Materials:

Large barrel (the kind used by movers is best)

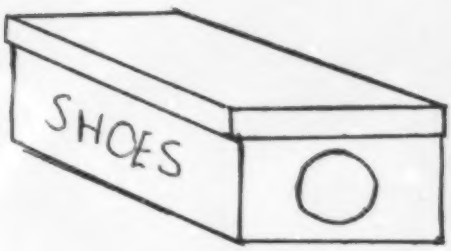
piece of sturdy cardboard

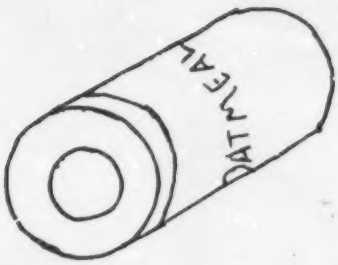
paint

Procedure:

Remove the top of the barrel. Cut a hole on the side of the barrel where the ball can come out. Place the piece of cardboard in the box to help guide the ball from the top to the hole on the side. The barrel may be painted to make it more attractive.

FEELY BOXES





Materials:

Shoe box or oatmeal box
scissors or exacto knife
contact paper
object to put in the box (i.e. feather, rock, small car, etc.)

Procedure:

Cut a small hole (big enough for a child's hand to fit through) in each end of the box. Cover the box with colorful contact paper, remembering not to seal the lid on the box. Place an object in the box. Ask a child to place both hands in the box and guess what the object is by "feel" only. The lid may be removed to retrieve the object.

SUPPLIES

butcher paper (on the roll)
ribbon, yarn
plaster
felt pieces (for story characters and body parts)
paper plates (6")
cardboard
tagboard
tongue depressors
masking tape
mending tape
transparent tape
cotton
tissue paper
fingerpaint paper
newsprint
crepe paper
construction paper
sandpaper
crayons
chalk
tempera paint (liquid or dry)
fingerpaint
paint brushes
water colors
shaving cream
liquid starch
Elmer's glue
flour
salt
salad oil) } to make play dough
food coloring
rice
lunch bags (for puppets, etc.)
paper clips (large & small)
safety pins, straight pins
stapler and staples

small macaroni (for collages)

large macaroni (for stringing)

straws

toothpicks

clear contact paper

balloons

PICTURE BOOKS

1. Ask Mr. Bear by Marjorie Flack, New York:
   The Macmillan Co., 1958
   A delightful story about a little boy who didn't know what to give his mother for her birthday. After asking some animal friends, Mr. Bear gives him a surprising suggestion that is just right.
2. Brian Wildsmith's ABC by Brian Wildsmith,
   New York: Franklin Watts, Inc., 1962
   A good introduction to the alphabet and word names. Large, eye-catching familiar pictures make this book most appealing.
3. Brian Wildsmith's Mother Goose Brian Wildsmith,
   New York: Franklin Watts, Inc., 1964
   Large, colorful illustrations add to the desirability of this nursery rhyme collection. The index of first lines is also an asset to this well laid-out and well illustrated book.
4. Drummer Hoff Adapted by Barbara Emberley, Illustrated by Ed Emberly,
   Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967
   Bold graphics illustrate this simple tale depicting the loading and firing of a cannon. The book's repetition and rhyming names make it a favorite of young children.
5. Georgie by Robert Bright, Garden City, New York: Doubleday and Co., 1944
   A friendly little ghost, a cat, an owl and Mr. and Mrs. Whittaker combine to make this "ghost story" unique, with a chuckle on every page of Robert Bright's incomparagle illustrations.
6. Hand, Hand, Fingers, Thumb by Al Perkins, Illustrated by Eric Gurney, New York:
   Random House, 1969
   A "catchy" little book with little plot, but much rhyme and rhythm. You'll find yourself reading to the beat of the book!
7. Harry and the Terrible Whatzit by Dick Gackenbach, New York: The Seabury Press, 1977
   The author has made the most of the common childhood fear of the unknown in this direct and pleasingly scary story. Young children will identify with Harry when he sets of the find his mother and comes face to face with the terrible two-headed Whatzit!

8. Hush, Little Baby, Illustrated by Margot Zemach, New York: E.P. Dutton & Co., Inc., 1976

   Margot Zemach affords a delightfully fresh interpretation of this well known lullaby. Whether you read it aloud or sing it (the music is included at the end of this book) it's guaranteed to be a joyous experience in sharing.

9. Just Awful by Alma Marshak Whitney, Illustrated by Lillian Hoban, Reading, Massachusetts: Addison-Wesley, 1971

   A cut finger and a trip to the school nurse are portrayed in a gentle manner that reduces the fear and anxiety this situation might bring to a young child.

10. Just For You by Mercer Mayer, New York: Golden Press, 1975

    A lovable, furry little "critter" tries to do many things for his mother, but something always happens. However, he does manage to do one very special thing for her. An amusing book that will warm your heart.

11. Madeline by Ludwig Bemelmans, New York: Viking Press, 1967

    The colorful and highly amusing story of life in a Paris school for little girls.

12. Madeline's Rescue by Ludwig Bemelmans, New York: Viking Press. 1953

    Madeline's daring nature results in a rescue by a dog, soon to be named Genevieve. Everyone loves her, except the inspectors! Another beautifully rhymed book by Ludwig Bemelmans.

13. Millions of Cats by Wanda Gag, New York: Coward, McCann and Geoghegan, Inc. 1938

    A little old man unwisely chose not one, but "millions and billions and trillions" of cats to keep his lonely wife company, with somewhat startling results. A nonsense tale filled with gay, repetitive rhymes and illustrated with black and white drawings.

14. Mother Goose and Nursery Rhymes, Philip Reed, New York: Atheneum, 1963

    This book's format of colorful wood engravings and large print make it an inviting and exciting book for young children.

15. Night's Nice by Barbara and Ed Emberley, Garden City, New York: Doubleday and Company, Inc., 1963

    A delightful account of a wide range of night-time activities. Written in free verse, this book's size is also quite appealing - just right for tiny hands.

16. On Mother's Lap by Ann Herbert Scott, Illustrated by Glo Coalson, New York: McGraw-Hill Book Company, 1972
When Michael decides his mother's lap isn't big enough for his baby sister too, his mother finds a solution that is pleasing to everyone. A good book for lap-reading.

17. Papa Small by Lois Lenski, New York: Henry Z. Walck, Inc., 1951
Various chores, assigned to different days of the week, are undertaken by Papa, Mama, and the small Smalls. Rules of etiquette are presented in a novel manner.

18. Richard Scarry's Best Mother Goose Ever by Richard Scarry, New York: Golden Press, 1970
The author has created a modern approach to nursery rhymes, complete with unique illustrations. This book also includes an index of first lines.

19. Rosie's Walk by Pat Hutchins, New York: Macmillan Publishing Co., Inc., 1968
Unknowingly, Rosie the hen is being followed by a fox. She proceeds to lead him into one disaster after another. Few words, large print and eye-catching illustrations make this a favorite book.

20. Swimmy by Leo Lionni, New York: Pantheon Books, 1968
In the great wide ocean, small fish battle for their lives daily. Swimmy devises a plan to fool the big fish and save the lives of his brothers and sisters. A good example of how it pays to cooperate.

21. The Carrot Seed by Ruth Krauss, Illustrated by Crockett Johnson, New York: Harper and Row, 1945
A little boy's perseverance pays off, contrary to popular belief. A highly repetitive book, easily "read" by little ones.

22. The Little Red Hen, Paul Galdone, New York: The Seabury Press, 1973
This familiar story retold with warm, rustic illustrations and animated characterizations offers a nice slant to an old favorite.

23. The Snowy Day by Ezra Jack Keats. New York: The Viking Press, 1962
Playing in the snow is great fun, but bringing snowballs inside presents a problem for Peter. A good introduction to the concepts of melting and freezing.

24. The Sunshine Book, Helen Federico, New York: Golden Press, 1964
The many jobs of the sun are colorfully demonstrated in this well written and illustrated book

25. Where The Wild Things Are by Maurice Sendak, New York: Harper and Row, 1963

25. continued

An exciting tale of an imaginative boy's adventures with the "wild things". Fascinating illustrations help make this book a classic.

26. Whistle for Willie by Ezra Jack Keats, New York: The Viking Press, 1964

Peter desparately wants to whistle and practices constantly. Suddenly, when he's trying to call his dog, out comes a real whistle!

27 White Snow, Bright Snow by Alvin Tresselt, Illustrated by Roger Duvoisin, New York: Lothrop, Lee and Shepard Co., 1947

The first snowfall of winter is forecast by the postman, policeman, farmer and the rabbit. The description of winter activities and the changes brought about by the coming of spring are told in rhythmic prose that is not only beautiful and vivid, but also child-like in its simplicity.

BOOKS FOR PARENTS

1. Arnstein, Helene S., The Roots of Love,
New York: Bobbs-Merrill Co., 1975
2. Brazelton, T. Berry, Infants and Mothers,
New York: Delacorte Press, 1970
3. Dodson, Fitzhugh, How To Parent, New York:
The New American Library, Inc., 1970
4. Fraiberg, Selma H., The Magic Years, New York:
Charles Scribner's Sons, 1959
5. Gordon, Ira J., Baby Learning Through Baby Play: A Parent's Guide for the First Two Years,
New York: St. Martin's Press, 1970
6. Gordon, Ira J., Child Learning Through Child Play: Learning Activities for Two and Three Year Olds,
New York: St. Martin's Press, 1972
7. Green, Martin I. ed; A Sigh of Relief, The First Aid Handbook for Childhood Emergencies,
New York: Bantam Books, 1977
8. White, Burton L., The First Three Years of Life
Englewood Cliffs, N.J.: Prentice Hall, 1975

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1. Arnstein, Helene S. The Roots of Love,
New York: Bobbs-Merrill Co., 1975
2. Fraiberg, Selma H. The Magic Years,
New York: Charles Scribner's Sons, 1959
3. Green, Martin I, A Sigh of Relief: The First Aid Handbook for Childhood Emergencies,
New York: Bantam Books, 1977
4. Hirsch, Elisabeth S. ed., The Block Book
Washington, D.C.: National Association for the Education of Young Children, 1974
5. White, Burton L., The First Three Years of Life
Englewood Cliffs, N.J.: Prentice Hall, 1975

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